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ADVANCE ESTIMATES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FOR THE SCHOOL YEAR 1953-54

Prepared by
Research Division, National Education Association of the United States

AS COMPARED WITH the school year 1952-53 the present report shows that 1953-54 will be characterized by:

- an increase of 1,197,000 in enrolments in public elementary and secondary schools
- an increase of 38,000 in instructional staff
- an increase of 2000 in the number of teachers who hold emergency or temporary certificates
- an increase of $500,000,000 in current expenditures
- an increase of nearly $12 in the average expenditure per pupil in average daily attendance
- an increase of about 4.8 percent in the average salary of instructional staff (classroom teachers, principals, and supervisors)

THIS SUMMARY is a series of estimates based upon information supplied by state and territorial departments of education and education associations. It is the twelfth in a series of national estimates begun in 1942-43.

Most of the figures are estimates based upon facts of previous years, adjusted by expert opinion and preliminary state studies. A number of the states have not completed their statistical compilations for 1952-53 and only a few have systematic data for 1953-54.

On the basis of previous experience it is believed that the present summary presents a reasonably accurate picture of nationwide conditions as of October 1953. Adjustments of facts of individual states may be expected from official studies in the next two years. Elaborate manipulation of these figures, beyond those shown, is not advisable.

Most of the foregoing changes were not unexpected but some of them, such as increasing enrolments, indicate a further piling up of the instructional, financial, personnel, and housing problems which have adversely affected schools during the past few years. In several respects the outlook for 1953-54 is clearly unfavorable:

- The enrolment in teacher-education institutions is not gaining rapidly enough to fill the need for qualified teachers.
- The accelerated growth in pupil enrolments is compelling school systems to employ increasing numbers of teachers who are not fully qualified for standard certificates.
- The shortages in buildings and qualified teachers continue to deprive at least 500,000 pupils of full-time schooling.
- The shortages of buildings and qualified teachers, especially critical in the elementary schools in the past seven years, are now producing serious problems at the secondary-school level.

The gain of 38,000 in the total number of instructional staff, between 1952-53 and 1953-54, took place at the same time that the number of emergency teachers was increasing by 2000 (that is, from 69,626 to 71,589; see Table 5).

Number of emergency teachers--In 1939-40 there were relatively few classroom teachers who did not hold "regular" certificates for teaching in their respective states. While state standards of preparation required of emergency teachers vary widely, as they do also for those holding standard certificates, the total number of emergency teachers both within a single state and for the nation as a whole is indicative of the shortage of qualified teachers. Actually, it is an understatement of the shortage since the total includes two other conditions which are not readily measured: (a) the number of unfilled positions or vacancies and (b) the number of classroom teachers needed to reduce classes to some reasonable size. Another report of the NEA Research Division shows that in a sample of 107,015 elementary-school classrooms in 526 urban areas, 33.2 percent of the pupils were in classes enrolling 35 or more children.[2]

During World War II, when many teachers entered the armed services and others took high-paying positions in business, industry, and nonteaching governmental service, it was necessary for school systems each year to employ increasing numbers of persons not fully qualified for regular or standard certificates. The number of persons employed who held substandard certificates was about 1 in 340 of the public-school teachers in 1940-41; the proportion jumped to 1 in 7 by 1946-47. Then the proportion declined steadily from year to year until it reached 1 in 15 in 1951-52. The ratio continued to be 1 in 15 for 1952-53 and 1953-54.

The 1952 report estimated that there were nearly 70,000 emergency classroom teachers in 1951-52. The outlook in October 1952 was that the total would decline to 64,000 in 1952-53. The present survey indicates that actually public schools had to employ 69,626 in 1952-53 and the outlook for 1953-54 is that the total will be 71,589. The "emergency teacher" situation, thought to be a condition which would disappear within 10 years after World War II, is apparently becoming critical again (Table 5).

Type and location of the teacher shortage--Details on this point are given in Table 11. A summarized comparison of reports for 1952-53 and 1953-54 is as follows:

Type of position	Number of states in which the shortage is					
	Very small		Considerable		Very large	
	1952-53	1953-54	1952-53	1953-54	1952-53	1953-54
Rural elementary teachers	2	3	31	29	15	16
Rural secondary teachers						
Regular	29	26	18	20	1	1
*Special	9	4	33	35	6	8
Urban elementary teachers	5	11	39	29	4	8
Urban secondary teachers						
Regular	42	39	6	9	0	0
*Special	15	12	32	34	1	2

(*The term "special" applies to such fields as industrial arts, vocational education, music, physical education, and similar subject areas.)

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[2] National Education Association, Research Division. Class Size in Elementary Schools, 1952-53. Special Memo, August 1953. Washington, D. C.: the Association, p. 7. (Offset) 25¢.

on how the total enrolled in teacher education in the current year compares with the enrolment in 1940-41. The general national situation for a period of years is shown by the following:

School year	Number of states reporting current enrolments as Much smaller than 1940-41	About the same as 1940-41	Much larger than 1940-41
1949-50	2	13	33
1950-51	5	11	32
1951-52	3	19	26
1952-53	4	17	27
1953-54	6	18	24

The year 1949-50 has been the most favorable since World War II with respect to the proportion of the states reporting teacher-education enrolments as "much larger" than in 1940-41. Since 1950 the trend has been somewhat unfavorable because of the competition for manpower arising from expanding industries and governmental services, and the heavy manpower demands of the military forces.

To sharpen the focus the survey this year asked also for opinions on how the 1953-54 enrolments in teacher education compare with the enrolments in 1952-53. Five states reported that this year's enrolments are smaller; 29, that enrolments are about the same; and 14, that enrolments are much larger than in 1952-53.

In anticipation of the next few years state officials are asked to estimate how well the teacher-education enrolments in 1953-54 would meet the probable demand for teachers in the next three years. The estimates for the individual states are given in Table 11, columns 10 and 11. Comparisons with other years may be summarized as follows:

Type of teacher	Number of states expecting supply in the next three years To be short 1951-52	 1952-53	 1953-54	 To be balanced 1951-52	 1952-53	 1953-54	 To be an oversupply 1951-52	 1952-53	 1953-54
Elementary	42	45	48	6	3	0	0	0	0
Secondary	3	9	22	25	27	20	20	12	6

From a review of the foregoing opinions with regard to teacher-education enrolments it can be seen that the outlook is not a favorable one. Each year the proportion of states entering the "short" columns has shown some increase. All states expect the shortage of elementary-school teachers to continue into the next three years.

With regard to secondary-school teachers 22 states expected a shortage in the next three years. In 1952-53 the number in the "oversupply" column dropped to 12; for 1953-54 the number is six. In other words, the increasing enrolments, which struck the elementary schools in great numbers about 1947, have now begun to affect the secondary schools.

Teachers' salaries--The estimated average salary for all instructional personnel (classroom teachers, principals, and supervisors) in 1953-54 is $3725, an amount 4.8 percent higher than the $3554 estimated for 1952-53. Table 6 gives the figures.

The purchasing power of the average salary of the instructional staff is shown by two methods of calculation. The U. S. Bureau of Labor Statistics during the past year has issued a revised Consumers' Price Index, with 1947-1949 as the base of 100.0 instead

The total of 28,729,697 for October 1953 is a good estimate of the number of children and youth who will be enrolled in public schools in the school year 1953-54. It is 1,197,262 above the estimated enrolment in 1952-53. The total column is more reliable than the "elementary" and "secondary" columns taken separately because of variations in the states in classifying Grades VII and VIII.

In a special report,[4] made in March 1953, the NEA Research Division estimated that the 1953-54 enrolments in public elementary schools would be 23,105,000; in Grades IX thru XII, 6,061,000--a total for all public schools of 29,166,000. These March estimates differ from the October 1953 estimates by 436,303.

The March 1953 report of the NEA Research Division estimated that the 1953-54 enrolments in nonpublic schools would be: 3,422,000 in elementary schools and 726,000 in high schools--a total of 4,148,000 in nonpublic schools. These figures combined with rounded numbers of public-school enrolments indicate a total enrolment of approximately 24,456,000 in all elementary schools and 8,421,000 in all secondary schools--or a grand total of 32,878,000 in all public and nonpublic schools.

For comparative purposes the enrolments reported by the U. S. Office of Education have been as follows:

Year	Elementary	Secondary	Total
1949-50	19,404,693	5,706,734	25,111,427
1950-51	19,900,000	5,806,000	25,706,000
1951-52	21,318,000	5,456,000	26,774,000
1952-53	22,039,000	6,197,000	28,236,000
1953-54	23,369,000**	6,421,000**	29,790,000**

(**Figures for 1953-54 taken from press release issued August 26, 1953, by the U. S. Office of Education.)

Children deprived of full-time schooling--The steadily increasing enrolments, combined with the shortage of qualified teachers and the lack of school buildings, have produced conditions in many communities whereby thousands of children are deprived of full educational opportunities. The most obvious type of deprivation are those communities where children must attend schools in shifts or for so-called "half day" sessions.

Each year this present series of advance estimates has attempted to present an estimate of the number of children who must attend school for less than a full day. It has been difficult to obtain complete and entirely stable statistics on the problem. School systems have not always reported crowded conditions by October and, with the completion of new buildings during the school year, some of those on part-time sessions are restored to the regular school hours.

On the basis, therefore, of incomplete reporting, the 1952 advance estimates showed that at least 500,000 children and youth were on half day or similar part-time arrangements. The estimate for 1953-54 is that the number may be 632,000 (that is, total enrolment multiplied by 2.2 percent, columns 7 and 8, Table 10).

In August 1953 the U. S. Office of Education estimated that communities had built 50,000 classrooms in 1952-53 and might be expected to construct almost another 50,000

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[4] National Education Association, Research Division. "The Outlook for School Enrollments." Journal of Teacher Education 4: 46-52; March 1953.

The purchasing power of the 1952-53 per-pupil expenditure of $235.48 in prewar dollars (1935-1939 base) was $123.42; on a base of the years 1947-1949 its purchasing power was $206.38. Both of these calculations are based upon the indexes for September 1952 (190.8 on 1935-1939 base; 114.1 on 1947-1949 base).

The purchasing power of the $247.45 in prewar dollars is $128.48; in 1947-1949 dollars the estimated 1953-54 per-pupil expenditure has a purchasing power of $214.80. (For indexes see footnote, Table 6.)

In 1939-40 the per-pupil expenditure averaged $88 for the United States; that amount had a purchasing power of $88 in prewar dollars. The gain between 1939-40 and 1953-54 is estimated as 181 percent in current dollars, but in purchasing power the gain is only 46 percent (that is, in terms of 1935-1939 dollars).

BUILDING SHORTAGE

The present lag in school construction began with the depression of the 1930's because of a lack of funds; it continued during the World War II period because of a lack of materials, funds, and manpower for construction purposes. Meanwhile the birth rates in the years since 1940 have accelerated enrolments far beyond the predictions made in the 1930's. Table 12 summarizes the reports for 1953-54.

Comparison of the conditions in the states (omitting District of Columbia) in 1952-53 and 1953-54 can be summarized as follows:

Type of school	Number of states in which the building shortage is					
	Very small		Considerable		Very large	
	1952-53	1953-54	1952-53	1953-54	1952-53	1953-54
Rural						
Elementary	16	17	23	25	9	6
Secondary (omitting Rhode Island)	17	16	25	25	5	6
Urban						
Elementary	2	1	25	22	21	25
Secondary	20	7	21	34	7	7

The foregoing summary suggests that the building situation for the nation as a whole has improved slightly since 1952-53 with respect to rural elementary schools. Last year 66.6 percent of the states had "considerable" or "very large" building shortages; in 1953-54 64.5 percent are in a similar predicament.

In urban school systems the building problem has definitely become worse. In 1952-53 all but two states had serious shortages in elementary schools and in 1953-54 all but one have such shortages. The secondary-school shortage has reached substantial proportions. In 1952-53 just 28 states estimated that they had serious needs for additional buildings for secondary schools; in 1953-54 the number has jumped to 41. This fact, plus other evidence on the teacher shortage, indicates that the housing of present enrolments now affects both elementary and secondary schools in a majority of the states.

Funds needed to house present enrolments--For the first time in this series of reports an attempt was made in October 1953 to estimate the total amount of money needed to house present enrolments in public-school buildings on a full-time basis. It represents the amount needed for new construction to eliminate half-day sessions, over-

TABLE 1.--ESTIMATED NUMBER OF BASIC ADMINISTRATIVE UNITS, BOARD MEMBERS, AND SUPERINTENDENTS, 1952-53 AND 1953-54

1953

State	1952-53			1953-54		
	Administrative units	Board members	Superintendents	Administrative units	Board members	Superintendents
1	2 ①	3	4	5	6	7
Ala.	108	547	108	111	562	111
Ariz.	305	850	272	300	825	265
Ark.	*424	*1,484	*354	*421	*1,473	*350
Calif.	1,998	7,510	744	1,900	7,100	750
Colo.	1,182	3,762	150	1,117	3,607	150
Conn.	172	1,260	*100	172	1,260	*100
Del.	115	474	58	110	454	58
D.C.	1	9	1	1	9	1
Fla.	67	536	67	67	536	67
Ga.	205	1,040	205	201	1,020	201
Idaho	249	1,538	165	211	764	118
Ill.	3,500	*20,400	*3,740	2,800	*19,800	2,600
Ind.	*1,125	*1,482	*247	*1,095	*1,300	*245
Iowa	4,547	20,075	836	4,450	19,975	829
Kans.	3,900	12,000	325	3,800	11,700	325
Ky.	228	1,140	228	227	1,135	227
La.	67	692	67	67	692	67
Maine	492	1,526	116	492	1,526	116
Md.	24	109	24	24	109	24
Mass.	351	1,548	236	348	1,544	236
Mich.	4,500	14,760	630	4,400	14,500	650
Minn.	5,298	17,557	417	4,800	16,060	425
Miss.	1,417	7,085	365	1,375	6,875	365
Mo.	4,331	15,534	606	4,000	14,550	613
Mont.	1,221	3,974	176	1,191	3,828	186
Nebr.	6,400	20,000	500	6,100	*18,910	498
Nev.	192	591	21	166	511	22
N.H.	235	826	48	235	826	48
N.J.	552	4,235	246	554	4,253	250
N. Mex.	104	520	104	100	500	100
N.Y.	2,814	7,500	163	2,489	7,200	169
N.C.	172	876	172	174	884	174
N. Dak.	2,135	6,736	153	*2,000	*6,100	*145
Ohio	1,365	6,837	296	1,340	6,712	296
Okla.	1,989	7,091	675	1,888	6,788	671
Oreg.	955	3,241	96	768	2,688	100
Pa.	2,505	12,956	191	2,490	12,878	191
R.I.	39	212	37	39	212	37
S.C.	103	343	187	103	343	175
S. Dak...............	3,385	10,857	339	3,385	10,857	338
Tenn.	150	1,090	150	152	1,096	152
Texas	2,150	12,030	1,082	2,074	11,145	1,075
Utah	40	207	40	40	207	40
Vt.	263	800	55	261	950	55
Va.	127	707	111	128	710	111
Wash.	551	2,235	313	530	2,175	313
W. Va.	55	275	55	55	275	55
Wis.	5,463	18,050	426	5,000	16,661	429
Wyo.	310	1,133	89	303	1,112	89
Total	67,881	256,240	15,786	64,054	245,197	14,612

* Estimated by NEA Research Division.

TABLE 3.--ESTIMATED NUMBER OF INSTRUCTIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 1953-54

State	Elementary-school classroom teachers			Secondary-school classroom teachers			Principals and supervisors	Total
	Men	Women	Total	Men	Women	Total		
1	2	3	4	5	6	7	8	9
Ala.	*1,690	*15,210	16,900	*3,680	*5,520	9,200	800	26,900
Ariz.	*940	*3,760	4,700	*675	*825	1,500	425	6,625
Ark.	*1,110	*7,428	*8,538	*2,112	*2,687	*4,799	*410	*13,747
Calif.	9,500	38,000	47,500	11,025	13,475	24,500	5,600	77,600
Colo.	*1,600	*6,280	7,880	*1,250	*1,570	2,820	775	11,475
Conn.	*1,118	*7,482	8,600	*1,877	*2,203	4,080	920	13,600
Del.	157	1,120	1,277	578	428	1,006	71	2,354
D.C.	83	1,725	1,808	517	1,151	1,668	227	3,703
Fla.	985	11,805	12,790	3,497	5,237	8,734	1,163	22,687
Ga.	960	18,070	19,030	3,500	5,500	9,000	510	28,540
Idaho	592	2,697	3,289	778	719	1,497	365	5,151
Ill.	4,936	29,158	34,094	7,487	7,861	15,348	2,500	51,942
Ind.	*2,865	*11,459	*14,324	*5,131	*6,271	*11,402	*1,500	*27,226
Iowa	789	13,997	14,786	3,875	3,262	7,137	1,228	23,151
Kans.	1,810	9,990	11,800	3,070	2,330	5,400	1,720	18,920
Ky.	*1,600	*11,800	*13,400	*2,160	*3,460	*5,620	*1,180	*20,200
La.	1,275	12,725	14,000	2,368	3,643	6,011	1,155	21,166
Maine	450	4,000	4,450	1,150	990	2,140	183	6,773
Md.	865	7,462	8,327	2,950	3,664	6,614	906	15,847
Mass.	1,370	14,300	15,670	4,230	5,140	9,370	1,840	26,880
Mich.	*5,170	*20,680	25,850	*7,380	*9,020	16,400	1,750	44,000
Minn.	*2,610	*10,440	13,050	*4,082	*4,988	9,070	750	22,870
Miss.	1,093	9,894	10,987	2,130	3,008	5,138	312	16,437
Mo.	1,888	15,439	17,327	3,067	3,488	6,555	1,505	25,387
Mont.	746	2,985	3,731	662	808	1,470	200	5,401
Nebr.	500	8,320	8,820	1,650	1,580	3,230	330	12,380
Nev.	164	948	1,112	218	159	377	109	1,598
N.H.	220	1,780	2,000	460	430	890	385	3,275
N.J.	*4,520	*18,080	22,600	*3,735	*4,565	8,300	1,400	32,300
N.Mex.	900	3,400	4,300	743	981	1,724	560	6,584
N.Y.	11,960	47,840	59,800	12,195	14,905	27,100	5,100	92,000
N.C.	4,772	18,235	23,007	3,539	4,424	7,963	1,887	32,857
N.Dak.	*425	*4,600	*5,025	*800	*1,035	*1,835	*250	*7,110
Ohio	3,552	25,006	28,558	10,358	9,170	19,528	4,563	52,649
Okla.	1,425	9,500	10,925	2,900	3,710	6,610	950	18,485
Oreg.	1,718	6,873	8,591	1,579	1,930	3,509	1,077	13,177
Pa.	3,379	31,817	35,196	13,604	13,605	27,209	4,021	66,426
R.I.	160	2,080	2,240	725	910	1,635	260	4,135
S.C.	900	11,350	12,250	1,900	3,600	5,500	325	18,075
S.Dak.	441	4,988	5,429	1,251	693	1,944	187	7,560
Tenn.	*3,554	*14,218	*17,772	*2,666	*3,258	*5,924	*600	*24,296
Texas	4,875	32,625	37,500	7,810	10,270	18,080	2,295	*57,875
Utah	870	2,550	3,420	1,760	900	2,660	*543	*6,623
Vt.	95	1,725	1,820	345	360	705	81	2,606
Va.	550	14,200	14,750	2,700	5,200	7,900	2,425	25,075
Wash.	*2,492	*9,970	12,462	*2,280	*2,787	5,067	1,300	18,829
W.Va.	1,900	8,500	10,400	2,750	3,250	6,000	1,850	18,250
Wis.	2,080	13,920	16,000	4,342	3,258	7,600	1,045	24,645
Wyo.	190	1,900	2,090	515	440	955	147	3,192
Total	97,844	582,331	680,175	160,056	188,668	348,724	59,685	1,088,584

* Estimated by NEA Research Division.

TABLE 5.--ESTIMATED NUMBER OF TEMPORARY (EMERGENCY) TEACHERS AND ADDITIONAL SUPPLY NEEDED, 1952-53 AND 1953-54

State	1952-53			1953-54		
	Temporary teachers		Number of additional teachers needed	Temporary teachers		Number of additional teachers needed
	Number employed	Percent in elementary schools		Number employed	Percent in elementary schools	
1	2	3	4	5	6	7
Ala.	3,639	90%	*600	3,300	92%	*600
Ariz.	0	0	70	0	0	70
Ark.	*1,000	*40	*300	*1,000	*43	*300
Calif.	5,407	84	4,000	6,000	85	4,000
Colo.	683	98	1,000	785	89	1,100
Conn.	600	95	0	650	95	0
Del.	57	82	150	70	85	175
D.C.	452	63	28	512	63	46
Fla.	2,900	80	1,000	3,100	80	1,400
Ga.	*690	23	690	*700	22	614
Idaho	881	74	*150	710	83	*120
Ill.	372	99	2,400	*400	99	2,600
Ind.	*450	*80	*600	*500	*80	*700
Iowa	582	79	*450	500	77	*450
Kans.	4	0	200	1	0	400
Ky.	2,800	85	1,100	*2,900	*80	1,700
La.	1,252	85	135	1,000	85	135
Maine	470	63	0	470	63	0
Md.	2,331	80	1,183	2,918	82	1,139
Mass.	*350	*86	400	*350	*80	450
Mich.	5,500	91	9,000	7,500	93	10,000
Minn.	337	87	1,000	400	85	1,000
Miss.	*390	*87	500	*390	*85	450
Mo.	6,256	70	*850	*6,000	*70	*950
Mont.	682	93	100	696	95	135
Nebr.	971	75	0	662	88	0
Nev.	10	100	150	*10	*100	90
N.H.	228	86	633	250	85	725
N.J.	2,576	88	593	2,800	90	650
N. Mex.	8	0	*100	*10	0	*80
N.Y.	3,882	76	500	3,500	77	750
N.C.	2,342	90	?	2,375	90	?
N. Dak.	*600	100	600	*550	*95	*600
Ohio	*3,300	*76	*1,050	*3,300	*70	*1,100
Okla.	0	...	*225	0	...	*200
Oreg.	2,147	100	0	2,068	100	0
Pa.	1,348	60	500	1,200	60	150
R.I.	75	72	*100	75	72	*100
S.C.	176	32	*1,000	165	35	*1,000
S. Dak.	1,605	100	100	1,400	100	100
Tenn.	1,593	90	*1,000	1,550	90	*1,000
Texas	2,638	62	*1,000	2,500	60	*1,100
Utah	793	80	*300	816	81	*400
Vt.	347	70	75	350	72	90
Va.	2,545	81	*1,000	2,600	81	*1,500
Wash.	1,202	79	1,000	1,200	80	1,000
W. Va.	1,278	88	*1,000	1,300	88	*1,100
Wis.	1,865	95	200	2,046	94	235
Wyo.	12	100	*30	10	100	*40
Total	69,626	81%	37,062	71,589	82%	40,544

* Estimated by NEA Research Division. Needed supply defined as number needed in addition to emergency (or substandard) teachers to reduce teacher load and provide adequately for present enrolments.

TABLE 7.--ESTIMATED DISTRIBUTION OF TEACHERS' SALARIES, 1953-54

State	Classroom teachers' average salary, 1953-54	Percent of teachers paid			
		Below $2,500	$2,500-3,499	$3,500-4,499	$4,500 and above
1	2	3	4	5	6
Ala.	$2,610	45.0%	50.0%	5.0%	0.0%
Ariz.	3,850	0.4	35.0	43.0	21.6
Ark.	*2,035	*70.0	*27.0	*3.0	*0.0
Calif.	*4,800	0.0	5.0	41.0	54.0
Colo.	3,500	11.0	59.0	21.0	9.0
Conn.	4,000	0.1	34.9	35.0	30.0
Del.	4,213	1.3	23.7	56.4	18.6
Fla.	3,600	7.0	62.0	29.0	2.0
Ga.	2,720	25.0	*69.0	*6.0	0.0
Idaho	3,330	10.0	75.0	14.0	1.0
Ill.	*4,015	*8.0	*27.0	*40.0	*25.0
Ind.	*3,785	*5.0	*35.0	*40.0	*20.0
Iowa	3,230	22.0	53.0	21.0	4.0
Kans.	3,190	20.0	53.0	25.0	2.0
Ky.	2,300	*65.0	*25.0	*9.0	*1.0
La.	*3,225	*2.0	*63.0	*31.0	*4.0
Maine	2,645	52.0	40.0	7.0	1.0
Md.	4,187	0.7	34.9	35.8	28.6
Mass.	*4,000	1.0	41.0	32.0	26.0
Mich.	4,000	10.0	35.0	35.0	20.0
Minn.	3,250	10.0	40.0	30.0	20.0
Miss.	1,741	85.0	13.0	1.9	0.1
Mo.	3,100	15.0	50.0	23.0	12.0
Mont.	3,435	8.0	53.1	34.9	4.0
Nebr.	2,510	48.0	42.0	9.0	1.0
Nev.	3,680	0.0	27.1	61.6	11.3
N.H.	3,225	10.0	62.0	27.0	1.0
N.J.	4,170	0.0	38.0	30.0	32.0
N. Mex.	4,059	*0.0	*25.0	*60.0	*15.0
N.Y.	4,650	0.0	20.0	32.0	48.0
N.C.	3,175	9.5	83.4	7.0	0.1
N. Dak.	*2,750	*40.0	*52.0	*7.5	*0.5
Ohio	3,800	2.0	51.0	27.0	20.0
Okla.	*3,340	6.0	90.0	3.0	1.0
Oreg.	3,995	0.0	25.0	59.0	16.0
Pa.	3,832	2.8	42.8	38.4	16.0
R.I.	3,825	*1.0	*41.0	*43.0	*15.0
S.C.	2,765	*45.0	*50.0	*5.0	*0.0
S. Dak.	2,800	38.5	47.3	13.5	0.7
Tenn.	*2,620	58.0	36.0	6.0	0.0
Texas	3,326	10.0	60.0	23.0	7.0
Utah	3,400	0.0	76.0	23.0	1.0
Vt.	2,900	45.0	40.0	13.0	2.0
Va.	2,925	*25.0	*64.0	*10.0	*1.0
Wash.	4,247	0.0	20.0	60.0	20.0
W. Va.	2,960	20.0	60.0	20.0	0.0
Wis.	3,661	13.4	43.6	24.4	18.6
Wyo.	3,300	2.0	*52.0	*35.0	11.0
Total	$3,605	14.1%	41.7%	26.6%	17.6%

* Estimated by NEA Research Division.

TABLE 9.--ESTIMATED CURRENT EXPENSE AND CAPITAL OUTLAY, 1952-53 AND 1953-54

State	1952-53			1953-54			Percent of total revenue from state	
	Total current expense (in thousands)	Current expense per ADA pupil 28	Total capital outlay (in thousands)	Total current expense (in thousands)	Current expense per pupil	Total capital outlay (in thousands)	1952-53	1953-54
1	77 2	3	4 31	5	6	7	8	9
Ala.	$ 77,510	$113.00	$ 7,555	$ 78,000	$112.00	$ 7,555	73.6%	73.6%
Ariz.	38,557	277.20	4,800	43,000	292.22	5,000	30.1	29.6
Ark.	42,044	110.00	8,000	46,248	115.00	6,000	57.3	58.0
Calif.	584,000	281.00	700,000	713,000	323.00	825,000	44.5	49.1
Colo.	66,000	273.00	10,000	71,000	292.00	10,000	20.3	18.9
Conn.	88,258	258.00	27,000	91,375	265.00	30,000	15.0	16.4
Del.	*14,353	*300.00	*5,000	*16,205	*315.00	*6,000	*85.0	*84.8
D.C.	24,336	270.00	1,451	25,000	277.00	3,313	...	...
Fla.	100,570	202.00	28,014	113,000	214.00	30,000	47.7	51.2
Ga.	115,400	174.89	14,100	120,500	176.64	20,000	72.4	72.6
Idaho	*25,500	*210.00	*4,000	*27,300	*215.00	*4,000	*23.0	*24.2
Ill.	327,707	266.56	81,218	360,478	293.21	89,339	11.0	12.1
Ind.	*165,375	*250.00	*20,000	*171,310	*252.00	*20,000	*38.5	*38.0
Iowa	127,000	280.00	35,000	140,000	295.00	38,000	11.1	10.1
Kans.	75,308	250.00	7,500	81,333	255.00	8,000	21.1	20.7
Ky.	71,586	145.00	5,212	*82,677	*160.00	*5,500	39.5	38.9
La.	105,626	225.76	23,548	108,000	230.00	25,000	62.3	62.3
Maine	27,700	184.66	4,038	29,000	195.00	3,000	18.2	17.7
Md.	88,796	222.89	37,522	99,689	233.20	43,511	35.9	35.5
Mass.	156,000	274.00	20,000	162,220	285.00	20,000	19.2	19.2
Mich.	280,100	255.00	92,400	300,000	264.00	101,600	44.4	42.6
Minn.	141,360	298.00	46,401	158,600	312.00	50,000	27.0	30.5
Miss.	46,816	100.81	*10,000	47,450	102.71	*12,000	53.0	53.1
Mo.	129,448	223.47	38,000	140,000	232.00	38,000	26.6	25.0
Mont.	31,856	314.10	12,829	34,000	316.00	10,000	29.1	29.4
Nebr.	52,000	242.00	5,975	52,500	245.00	6,180	9.4	4.9
Nev.	8,092	253.53	5,118	9,500	260.00	5,000	30.8	38.2
N.H.	18,435	245.77	2,750	19,625	266.00	2,750	2.9	4.0
N.J.	216,000	331.00	42,000	234,000	338.00	45,000	17.7	16.7
N. Mex.	34,517	253.28	5,836	36,000	250.00	6,000	*84.1	84.1
N.Y.	640,000	350.00	225,000	670,000	356.00	250,000	40.0	39.4
N.C.	143,000	164.00	30,000	153,000	173.00	25,000	69.3	71.0
N. Dak	27,846	243.20	5,440	*29,000	*250.00	*5,000	24.1	*24.1
Ohio	275,000	210.00	100,000	290,000	215.00	115,000	*40.3	*40.0
Okla.	90,264	218.70	14,727	95,000	235.00	15,000	47.6	48.6
Oreg.	79,824	315.00	32,089	89,732	328.00	36,072	30.6	30.1
Pa.	363,785	224.00	125,000	406,213	241.00	175,000	30.5	32.1
R.I.	21,085	235.29	2,354	28,000	240.00	2,500	12.8	11.6
S.C.	69,173	158.00	23,422	74,000	168.00	35,000	62.6	74.4
S. Dak.	33,713	269.01	4,440	35,521	273.00	4,740	11.7	11.9
Tenn.	85,123	139.61	23,067	92,000	145.00	24,000	52.8	55.9
Texas	293,285	228.60	65,792	298,488	223.40	60,000	45.6	45.8
Utah	32,740	204.00	11,375	34,700	210.00	12,000	31.6	31.6
Vt.	13,262	225.00	1,761	14,100	250.00	2,000	18.2	20.5
Va.	100,480	170.98	57,296	108,700	185.00	160,000	37.0	39.7
Wash.	113,486	275.10	46,187	119,726	287.00	46,000	53.6	56.4
W. Va.	69,943	173.00	14,596	74,650	175.00	31,186	49.8	49.9
Wis.	126,000	267.00	22,000	135,000	285.00	25,000	19.7	19.3
Wyo.	16,500	316.00	1,500	17,000	317.00	1,200	34.6	33.9
Total	$5,874,759	$235.48	$2,111,313	$6,375,840	$247.45	$2,500,446	36.5%	37.3%

* Estimated by NEA Research Division. Please note that three zeros should be added to amounts listed in columns 2, 4, 5, and 7.

TABLE 11.--ESTIMATED TYPES OF TEACHER SHORTAGE AND STATUS OF TEACHER-EDUCATION ENROLMENTS, 1953-54

State	Rural			Urban			Teacher education enrolment in 1953-54		Outlook for enrolment in next 3 years	
	Elementary	Secondary		Elementary	Secondary		As compared with 1940-41	As compared with 1952-53	Elem.	Sec.
		Regular	Special		Regular	Special				
1	2	3	4	5	6	7	8	9	10	11
Ala......	Some	Small	Some	Some	Small	Some	Same	Same	Short	Bal.
Ariz.....	Some	Small	Small	Small	Small	Small	Larger	Larger	Short	*Bal.
Ark......	*Some	*Small	*Some	*Some	*Small	*Some	*Larger	*Same	*Short	*Over
Calif....	Some	Small	Some	Some	Small	Some	Smaller	Smaller	Short	Bal.
Colo.....	Large	Small	Some	Large	Small	Some	Same	Same	Short	Short
Conn.....	Some	Small	Small	Some	Small	Small	Larger	Same	Short	Over
Del......	Some	Small	Some	Some	Small	Some	Larger	Same	Short	Short
D.C......	...	...	...	Some	Small	Small	Same	Same	Short	Bal.
Fla......	Large	Some	Large	Some	Small	Some	Larger	Same	Short	Over
Ga.......	Some	Some	Some	Some	Some	Some	Same	Same	Short	Bal.
Idaho....	Large	Small	Some	Some	Small	Some	Same	Same	Short	Short
Ill......	*Some	*Some	*Some	*Large	*Small	*Small	*Larger	*Same	*Short	*Bal.
Ind......	*Some	*Some	*Some	*Some	*Small	*Some	*Larger	*Same	*Short	*Short
Iowa.....	Large	Some	Large	Large	Small	Some	*Larger	*Larger	Short	Bal.
Kans.....	Some	Small	Some	Some	Small	Some	Same	Larger	Short	Bal.
Ky.......	Large	Some	Large	Some	Some	Some	Larger	Same	Short	Short
La.......	Some	Some	Some	Some	Some	Small	Larger	Smaller	Short	Bal.
Maine....	Some	Large	Large	Some	Small	Some	Same	Same	Short	Bal.
Md.......	Some	Small	Small	Some	Small	Small	Larger	Larger	Short	Bal.
Mass.....	Some	Some	Some	Some	Some	Some	Same	Larger	Short	Over
Mich.....	Large	Some	Some	Some	Small	Some	Larger	Same	Short	Short
Minn.....	Some	Small	Small	Some	Small	Small	Larger	Larger	Short	Bal.
Miss.....	Some	Small	Some	Large	Small	Large	Same	Same	Short	Bal.
Mo.......	Some	Some	Some	Some	*Some	*Some	Same	Same	Short	Short
Mont.....	Large	Small	Some	Small	Small	Some	Same	Same	Short	Short
Nebr.....	Small	Some	Some	Some	Small	Small	Smaller	Larger	Short	Bal.
Nev......	Small	Small	Some	Small	Small	Small	Larger	Same	Short	Short
N.H......	Some	Small	Some	Small	Small	Small	Same	Same	Short	Short
N.J......	*Some	*Small	*Some	*Small	*Small	*Small	*Larger	*Larger	*Short	*Bal.
N.Mex....	Some	Some	Some	Some	Small	Some	Same	Same	Short	Over
N.Y......	Some	Small	Some	Small	Small	Small	Larger	Larger	Short	Bal.
N.C......	Large	Some	Some	Some	Small	Some	Larger	Same	Short	Short
N.Dak....	Large	Some	Large	Some	*Small	Some	Smaller	Larger	Short	Bal.
Ohio	*Some	*Small	*Some	*Large	*Small	*Small	*Larger	*Larger	*Short	*Over
Okla.....	Some	Small	Some	Small	Small	Some	Smaller	Same	Short	Bal.
Oreg.....	Some	Some	Large	Some	Some	Large	Larger	Same	Short	Short
Pa.......	Some	Small	Some	Some	Small	Some	Larger	Same	Short	Bal.
R.I......	Some	...	...	Some	Some	Some	Larger	Larger	Short	Bal.
S.C......	Small	Some	Some	Small	Small	Some	Smaller	Same	Short	Short
S.Dak....	Large	Small	Some	Some	Small	Some	Smaller	Larger	Short	Short
Tenn.....	Some	Small	Some	Small	Small	Some	Larger	Same	Short	Short
Texas....	Large	Some	Large	Large	Small	Some	Same	Smaller	Short	Short
Utah.....	Large	Some	Some	Large	Some	Some	Same	Smaller	Short	Short
Vt.......	Large	Some	Large	Small	Small	Some	Same	Same	Short	Short
Va.......	Large	Some	Some	Some	Small	Some	Larger	Same	Short	Short
Wash.....	Some	Small	Some	Large	Small	Some	Larger	Larger	Short	Short
W.Va.....	Large	Small	Some	Small	Some	Some	Same	Smaller	Short	Short
Wis......	Large	Small	Some	Some	Small	Some	Same	Same	Short	Bal.
Wyo......	Some	Small	Some	Some	Small	Some	*Same	*Same	*Short	*Short

*Estimated by NEA Research Division. Columns 2-7: Small means "practically none"; Some means "considerable"; Large means "very large." Column 8: Smaller means "much smaller" and Larger means "definitely larger." Columns 9-10: Short means "large shortage"; Bal. means "Balanced supply and demand"; Over means "oversupply."